



School Improvement Plan 2015-2016

Self-Assessment

Rocky River Elementary School, located in Concord, North Carolina is in Cabarrus County Schools. The Rocky River community is made up of approximately 420 rental properties and 1,751 owner occupied residences with a total population of approximately 6,084. There are currently 440 children under the age of five living in the area. Of the total population, 78% of residents are White, 14% are Black, and 8% are another race.

Our aim is to produce globally competitive lifelong learners through rigorous and relevant curriculum taught by highly prepared visionary leaders who recognize the importance of engaging a diverse body of learners; provide 21st century resources through responsible and efficient use of funding; and ensure success for all students in safe, inviting, and healthy learning communities by building upon a foundation of stakeholder support and respectful relationships. Rocky River is serving 810 students during the 2015-2016 school year. Of those students served, 40.5% are White, 29.6% are Black, 24.0% are Hispanic, 1.0% are Asian, 1.1% American Indian, and 3.6% multi-racial. The free and reduced lunch rate is 68.02%. 11.7% of students at Rocky River are identified as LEP.

Student Achievement

K-2 Running Records

When reviewing K-2 Running Record data from 2014-2015, the following strengths were noted: Kindergarten met expected growth and exceeded district expected growth. First and second grades did not meet expected growth, which is an area of improvement for 2015-2016.

EOGs

When reviewing EOG data from 2014-2015, multiple trends are evident including strengths and areas of improvement. Third grade Reading percent proficient is below the district average as is third grade Math. The fourth grade reading gap is closing at a faster rate when compared to the district average and percent proficient increased by 14.8 percentage points from 2013-2014 to 2014-2015. Fourth grade percent proficient needs to align with district average. The fourth grade math decline was not as steep compared to previous years. A fourth grade math opportunity for improvement noted is a 4.4% decrease from 2013-2014 to 2014-2015. Fifth grade reading is below the district average and had a significant decrease in proficiency (11.3%). In fifth grade math, Rocky River has had a 13% increase in proficiency continues to follow district data trends. Our Black and Hispanic student subgroups consistently perform below the district average in reading and math. This is an area for improvement to help close the achievement gap. Over the last 3 years our 4th and 5th grade Black students have increased their proficiency in math according to the EOGs. Our 5th grade White students have consistently increased proficiency in math over the last 3 years.

School Culture and Climate

Attendance

Student attendance data at Rocky River indicates an alignment with the district attendance rate. An area of improvement noted in data analysis is 8.2% of students with 8 or more absences.

Discipline

When reviewing discipline data, the following opportunities for improvement were noted: an increase in 41 out of school suspensions from 2013 to 2014 totaling 71 out of school suspensions.



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Discipline actions by ethnicity strengths include: a decrease in out of school suspensions for all subgroups of students and fewer out of school suspensions per 100 than the district average. Decreasing bus suspensions and out of school suspensions for Black students are both opportunities for improvement. It was noted from that data that Limited English Proficient students and

Academically and intellectually gifted students had fewer suspensions in 2014-2015 school year than in previous years.

Teacher Attendance

Rocky River's teacher attendance data aligns with the district's average. An area for improvement identified includes teacher absences per 10 student days as it is 46% (higher percentage compared to the district).

Teacher Survey

According to teacher surveys, the following strengths were noted: Teachers are allowed to focus on educating students with minimal interruptions (above district average) and teachers have time to collaborate with colleagues (above the district average). Community communication and printer availability are both areas of improvement.

Student Survey

According to student surveys, the following strengths were noted: 95% of students say their teachers care about them and 98% of students feel responsible for their own behavior. For areas of improvement, only 74% of students understand how they are graded and only 63% of students are comfortable talking to administration.

Parent Survey

According to our parent survey, the following strengths were noted: 93% of parents know how to contact their child's teacher and 97% of parents feel teachers expect quality work from their child. An area of improvement includes: only 58% of parents understand how the grading system evaluates the child's progress. Since 64% of parents have indicated they are on Facebook daily, Rocky River will create a RRES Facebook page (condense to 1 RRES page to be more user-friendly).

Staff Quality/Professional Development and Curriculum, Instruction, and Assessment

100% of teachers at Rocky River are Highly Qualified, meeting federal Title I requirements.

Summary

In order to address the indicated needs, Rocky River is engaged in school improvement planning using the Plan, Do, Check, Act cycle. In June, July, and August of 2015, school improvement teams met to review their progress toward their 2014-2015 goals and to begin planning for 2015-2016. In addition to this comprehensive data review, school improvement teams meet at least twice per year to evaluate their progress toward the goals, the implementation of their strategies, and the level of implementation of their action steps. These comprehensive analyses guide the school improvement process. In addition to meeting with their school improvement teams, meetings are held with a district level administrator at mid-year to reflect on results and determine next steps. These meetings also provide opportunities for coaching.



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School Name
Rocky River Elementary School

SMART Goal:

By June 2018, Rocky River Elementary students will increase overall math achievement from 44.7% student proficiency to 59% student proficiency as measured by the North Carolina End of Grade Math Test.

Rocky River Elementary School Math Achievement Projections (NC EOG)			
2014-2015	2015-2016	2016-2017	2017-2018
(44.7%)	49%	54%	59%

*Parenthesis is actual percent proficient.

By June 2018, the percentage of 4th -5th grade students who meet or exceed expected growth in math will increase each year as measured by EVAAS.

Rocky River Elementary School Math Growth Projections (4-5 NC EOG/EVAAS)							
2014-2015		2015-2016		2016-2017		2017-2018	
4 th	5 th	4 th	5 th	4 th	5 th	4 th	5 th
(-1.8)	(-2.1)	> -1.8	> -2.1	> -1.8	> -2.1	> -1.8	> -2.1
Meets	Meets						

*Parenthesis is actual EVAAS growth measure



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Strategy

Math Small Group Instruction

Data that supports the SMART Goal

Rocky River Elementary – NC Math EOG (Percent Proficient)

	2012-2013	2013-2014	2014-2015
Rocky River	37.3%	47%	44.7%
3 rd	39%	56.3%	53%
4 th	41.6%	40.6%	37.9%
5 th	31.4%	44%	43.2%

Discovery Education Math Benchmark (Percent Proficient)

Grade	Test A	Test B	District (A/B)	Irvin (A/B)	Winecoff (A/B)
2 nd	11.6	32	18.8/41.2	7.9/30	14.3/29.4
3 rd	10	34.4	16.9/52.6	7.4/48.1	10.7/43.6
4 th	22.3	36.3	30.9/56.7	14.2/35.9	20.8/39
5 th	18	31.8	30.9/49.2	16.7/32	18.3/27.8

Classroom Walk Through Data – CCS Standard Walk Through 8 Mathematical Practices (Percent evident during math lessons as measured by CWT)

2013-2014	2014 - 2015
78.7	73.7

NC Math EOG Data (Percent Proficient)

Grade	Rocky River (13-14/14-15)	District (13-14/14-15)	Irvin (13-14/14-15)	Winecoff (13-14/14-15)
3 rd	56.3/53	68.9/66.9	53.9/50.8	62/51.9
4 th	40.6/37.9	58.4/61.4	51.1/38.9	43.6/45.4
5 th	44/43.2	59.1/61.5	30.5/42.3	39.7/43

Person Responsible

Adrian Parry



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Beginning of Year Report: Report Key Steps for the year. Due by September 11, 2015.		
Key Steps		
Step	Date Started	Date Completed
API will order additional math manipulatives to support small group instruction and student achievement.	7/1/15	8/24/15
Administrative team will develop expectations for math small group instruction.	8/17/15	8/24/15
Multi Classroom Leaders (MCLs) will train the interventionists to provide researched based interventions to Tier 3 students (iReady Math, Dreambox, Otter Creek)	8/17/15	
Math goal team will meet monthly to discuss progress in small group instruction and strategies for improvement in order to meet the needs of all our students.	8/24/15	
Administration and MCLs will provide ongoing coaching and support for the implementation of small group instruction through PLC meetings and monthly staff development.	8/24/15	
Math goal team will conduct monthly professional development on 8 mathematical practices and small group instruction.	8/24/15	
PLCs will conduct data team meetings monthly to disaggregate student data (progress monitoring and intervention results) and plan systems of support for students and teachers	8/24/15	
Administrative team will celebrate successes by acknowledging strengths at monthly staff meetings and highlighting teacher success stories.	9/15/15	
Admin and MCLs will provide initial and ongoing training on how to effectively use iReady Math as an intervention tool.	9/15/15	
Grade level chairs communicate instructional practices and classroom events via our quarterly newsletter to increase our parent and community relations to better meet the needs of our students. This discussion within PLCs will allow teachers to align their instructional practices based on data and identify the most effective practices to meet the needs of their students.	10/21/15	
District Math Specialist will create a schedule to support the Multi Classroom Leaders (MCLs) weekly; approximately around 2 hour blocks each week.	10/30/15	
District Math Specialist will support the MCLs weekly with developing professional development, analyzing data, looking at ways to incorporate school improvement plan goals to move students as problem solvers incorporating the 8 mathematical practices and critical thinking skills.	10/30/15	
Administration and PLCs will analyze Discovery Education results and classroom walkthrough data to look for strengths and OFIs and plans for improvement	11/4/15	



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<i>Mid-Year Report. Due day of SIP Conversation.</i>		
Formative Measures	List Key Results from Formative Measures	Record Progressing / Not Progressing
Discovery Education Math Benchmarks		
8 Mathematical Practices – RRES Walk Through		

Mid-Year Conversation Date

Mid-Year Conversation Held With

<i>End-of-Year Report. Due June 17, 2016.</i>
SMART Goal
By June 2018, Rocky River Elementary students will increase overall math achievement from 44.7% student proficiency to 59% student proficiency as measured by the North Carolina End of Grade Math Test.

Summative Measure	Key Results from Summative Measure	Result- Indicate with a "X"	
North Carolina Math End of Grade Test		Exceeds	<div></div>
		Meets	<div></div>
		Progress	<div></div>
		No Progressing / Not Met	<div></div>



School Improvement Plan 2015-2016

School Name
Rocky River Elementary

SMART Goal:

By June 2018, Rocky River Elementary students will increase overall reading achievement from 45.8% to 60%, as measured by the North Carolina End of Grade Test.

Rocky River Elementary School Reading Achievement Projections (NC EOG)			
2014-2015	2015-2016	2016-2017	2017-2018
(45.8%)	50%	55%	60%

*Parenthesis is actual percent proficient.

By June 2018, the percentage of K-5 grade students who meet or exceed expected growth in reading will increase each year as measured by EVAAS.

K-5 EVAAS Growth Data (K-2 TRC) (3-5 EOG)	2014-2015 (actual)	2015 -2016	2016-2017	2017-2018
Kindergarten				
First Grade				
Second Grade				
Third Grade	(-3.5 Not Met)	> -3.5	> -3.5	> -3.5
4 th Grade	(-2.3 Meet)	> -2.3	> -2.3	> -2.3
5 th Grade	(1.2 Meet)	> 1.2	> 1.2	> 1.2

*Parenthesis is actual EVAAS growth measure

Strategy
Small group instruction in Reading



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Data that supports the SMART Goal

Reading 3D Data per grade level (% proficient based on TRC level)		
	2013-2014	2014-2015*
Kindergarten	52%	46%
1st	62%	32%
2nd	75%	35%

*In 2014-2015 District Wide the Reading 3D process was modified and fidelity of the process was enforced.

EOG Reading Proficiency Data			
	2012-2013	2013-2014	2014-2015
Rocky River			
3rd	41.5%	57.8%	45.2%
4th	37.6%	42.1%	52.8%
5th	27.7%	50.7%	39.4%

Discovery Education Reading Benchmark (Percent Proficient) 2014-2015					
Grade	Test B	Test C	District (B/C)	Irvin (B/C)	Winecoff (B/C)
2 nd	28.8%	32.3%	47.2%/53.4%	36.9%/39.6%	32.1%/33.8%
3 rd	28.8%	34.5%	45.5%/53.9%	32.6%/41.5%	31.6%/42%
4 th	55.6%	56.7%	65.9%/66.4%	49.2%/48.1%	51%/47.8%
5 th	20.9%	48.1%	49%/57.8%	32.3%/47.1%	35.7%/34.9%

NC Reading EOG Data (Percent Proficient) 2013-2014/2014-2015				
Grade	Rocky River (13-14/14-15)	District (13-14/14-15)	Irvin (13-14/14-15)	Winecoff (13-14/14-15)
3 rd	57.8%/45.2%	65.5%/62.7%	55.3%/51.2%	45.8%/48.1%
4 th	42.1%/52.8%	59.4%/64.2%	51.9%/47.7%	40%/48.2%
5 th	50.7%/39.4%	57.8%/57.8%	31.3%/42.6%	42.6%/40.4%

Person Responsible

Cyndal Brenneman and Elizabeth Hutchins



School Improvement Plan 2015-2016

Beginning of Year Report: Report Key Steps for the year. Due by September 11, 2015.		
Key Steps		
Step	Date Started	Date Completed
Multi Classroom Leaders (MCLs) will order additional small group reading material and books to increase volume of classroom libraries	7/1/15	8/24/15
Administrative team will develop expectations for reading small group instruction	8/17/15	8/24/15
MCL's will train interventionists to provide research based interventions to Tier 3 students (Read Naturally, Reading Mastery, FCRR strategies)	8/17/15	
Administration and MCL's will provide on-going coaching and support for the implementation of Small group instruction through weekly PLC's and monthly staff development	8/24/15	
PLCs will conduct data team meetings monthly to disaggregate student data (progress monitoring and intervention results) and plan systems of support for students and teachers	8/24/15	
The reading goal team will conduct professional development monthly to increase student achievement through small group instruction and interventions	8/24/15	
Administrative team will complete weekly classroom walkthroughs	9/14/15	
Administrative team will celebrate successes by acknowledging strengths at monthly staff meetings and highlighting teacher success stories.	9/15/15	
Administration and MCL's will provide initial and ongoing training on how to effectively use I-Ready Reading as an intervention tool	9/15/15	
District Literacy Specialist will create a schedule to support the Multi Classroom Leaders (MCLs) weekly; approximately around 2 hour blocks each week.	9/25/15	9/25/15
District Literacy Specialist will support the MCLs weekly with developing professional development, analyzing data, looking at ways to incorporate school improvement plan goals to move students as readers, respond to text and writers.	10/2/15	
Grade level chairs communicate instructional practices and classroom events via our quarterly newsletter to increase our parent and community relations to better meet the needs of our students. This discussion within PLCs will allow teachers to align their instructional practices based on data and identify the most effective practices to meet the needs of their students.	10/21/15	
Administration and PLC's will analyze benchmark data (Discovery Education/Reading 3D) and classroom walkthrough data to look for strengths and OFIs and plans for improvement	11/4/15	



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Discovery Education		
Reading 3D		
Classroom Walkthrough Data		

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		Progress Made	<div></div>
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